



# Positive Attitudes and Behaviors: Values and Personal Ethics





# Course Objectives

- ❑ To develop an understanding of how your values influence your approach to problem solving in the work environment.
- ❑ To understand the link between values and behavior in the workplace.
- ❑ To learn how to make decision when values come into conflict.





# Private Life vs. Public Life: Is Different Behavior Required?





Positive Attitudes and Behaviors:

Taking Direction and  
Accepting Criticism





# Course Objectives

- ❑ To learn how to take direction from supervisors and co-workers.
- ❑ To learn how to give and take constructive criticism.





# Lessons Learned

- ❑ How to accept criticism (both constructive and not-so-constructive) without taking it personally.
- ❑ Appropriate responses to criticism.
- ❑ When and how to ask for further direction.





Positive Attitudes  
and  
Behaviors:  
Self-Motivation and Initiative





# Course Objectives

- ❑ To examine the importance of self-motivation in the workplace.
- ❑ To distinguish between basic responsibilities and extra activities.
- ❑ To learn appropriate ways to “take initiative” in order to develop skills on the job.







# Self-Motivation and Initiative

- ☐ Why is self-motivation important?
- ☐ What motivates you?
- ☐ Who is responsible for motivating you?
- ☐ What happens if you don't take responsibility for motivating yourself?
- ☐ Why might someone want to take on extra work?





# Lessons Learned

- ❑ The importance of self-motivation in the workplace.
- ❑ How to distinguish between basic workload and extra activities.
- ❑ Appropriate ways to “take initiative” in order to develop skills on the job.





Adaptability:

Recognizing Strengths and  
Working with Limitations





# Course Objectives

- ❑ To identify skills and personality strengths through personal asset mapping.
- ❑ To examine the connection between personality strengths and job-specific skills.





# Personal Asset Mapping

- ❑ Focus is on the *skills* of residents and the *resources* within a community, as opposed to the needs-based approach, which focuses on the limitations of residents and the problems within a community.





# Personal Asset Mapping

- ❑ Based on the principle that residents of any community have control over their future, because *together*, they possess the skills and qualities necessary to accomplish the goals they set out to achieve.





# Lessons Learned

- ❑ Personal skills are developed and/or revealed not only in the workplace, but also through interactions with family, friends, and the community.
- ❑ Whether or not these skills were learned on the job, they translate into specific, job-related skills.





# Adaptability: Overcoming Obstacles







# Course Objectives

- ❑ To learn to think “outside the box” to identify creative solutions to common employment obstacles.
- ❑ To learn the “nine-step” decision making process.





# Lessons Learned

- ❑ The importance of thinking “outside the box” to develop solutions to common employment obstacles.
- ❑ The importance of using a decision-making process when complicated situations arise.





Adaptability:  
Recognition of and Respect  
For Diversity and Change





# Course Objectives

- ❑ To explore the concept of diversity.
- ❑ To be exposed to basic Equal Employment Opportunity (EEO) laws.
- ❑ To learn about prejudice and discrimination, and how they impact our ability to function in the workplace.





❑ **Stereotype:** conforming to a fixed or general pattern; especially a standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion, affective attitude, or uncritical judgement.





□ **Prejudice:** a preconceived judgement or opinion; an adverse opinion or leaning formed without just grounds or sufficient knowledge; an irrational attitude of hostility directed against an individual, a group, a race, or their supposed characteristics.





□ **Diverse:** of a different kind or character; varied or multiform.





- ❑ Title VII of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, religion, sex, and national origin.
  - Title VII applies to employers with fifteen (15) or more employees.







- ❑ The Age Discrimination in Employment Act of 1967 (ADEA) prohibits age discrimination against individuals who are forty (40) years of age or older.
  - ADEA applies to employers with twenty (20) or more employees.





- ❑ Title I of the Americans with Disability Act of 1990 (ADA) prohibits employment discrimination against qualified individuals with disabilities.
  - The ADA applies to employers with fifteen (15) or more employees.





- ❑ The Equal Pay Act of 1963 (EPA) prohibits wage discrimination between men and women in substantially equal jobs within the same establishment.





# Lessons Learned

- ❑ The importance of diversity.
- ❑ How stereotypes and prejudice can be a detriment to personal growth in the workplace.
- ❑ Appropriate ways to handle instances of prejudice and/or discrimination.
- ❑ The importance of adapting to change.





# Responsibility: Resource Management





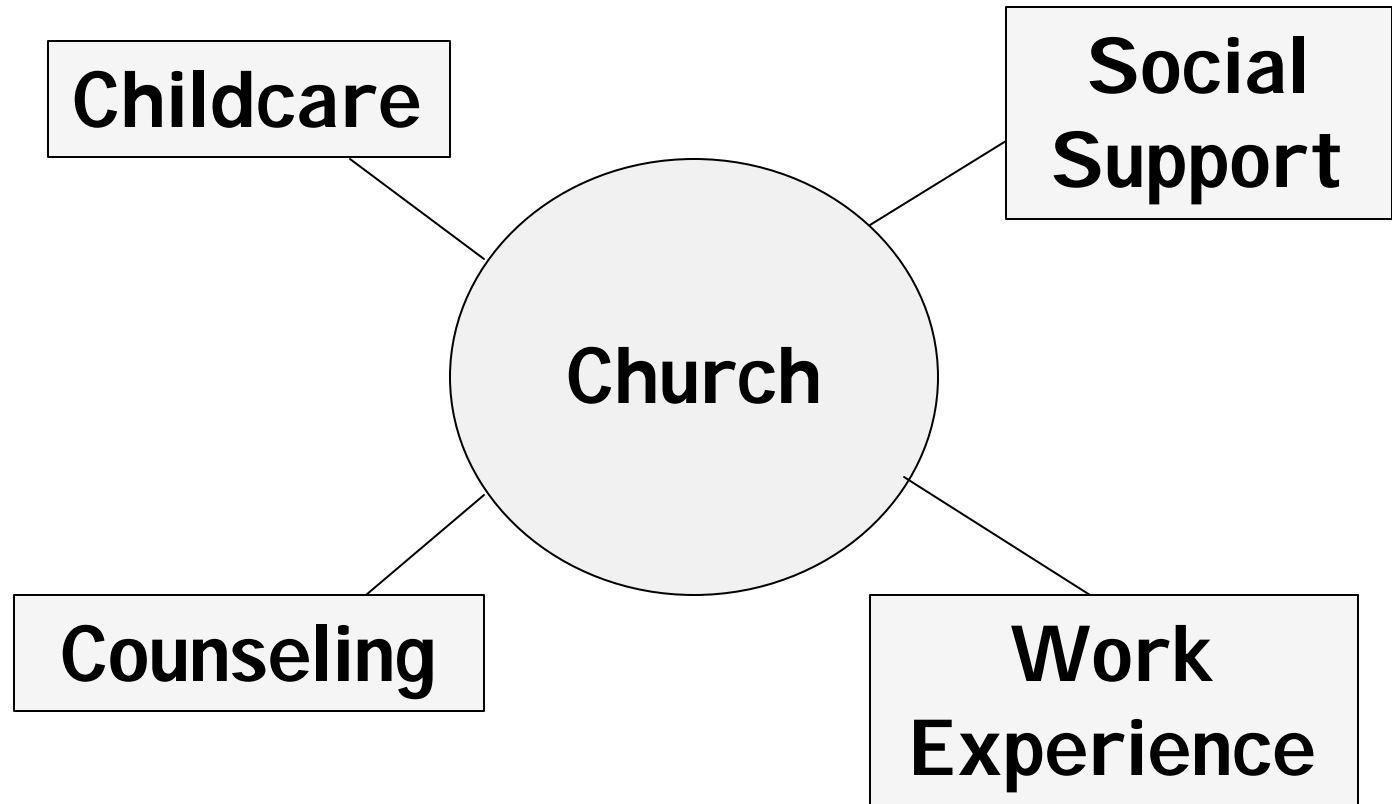
# Course Objectives

- ❑ To identify priorities within our lives.
- ❑ To identify resources available within the community.
- ❑ To learn how to effectively use resources to assist in balancing competing priorities (e.g., family and work).





# Sample Resource Map-Church





# Resource List

## ❑ One-Stop Center

- WorkSource
- 768-1988, 400 Fairfax Ave.
- Job bank, training vouchers, career counseling.
- Open M-W-F 9am-5pm, T-Th 9-7pm







# Lessons Learned

- ❑ How to identify the unique needs of a given situation.
- ❑ How to effectively use community resources to assist in balancing competing priorities.





# Responsibility: Time Management





# Course Objectives

- ❑ To identify how we each allocate our time during a typical day.
- ❑ To learn how to establish and follow a schedule to promote a more effective use of time.
- ❑ To learn the importance of monthly schedules and weekly and daily “to do” lists.
- ❑ To learn what to do when schedules “break down.”





# Sample Schedule

|             |                            |
|-------------|----------------------------|
| 7 a.m.      | Get out of bed             |
| 7-8         | Shower, dress, make lunch  |
| 8-8:30      | Dress child, eat breakfast |
| 8:30-9      | Drive to day care          |
| 9-9:30      | Get to work                |
| 9:30-1 p.m. | Work                       |
| 1-1:30      | Eat lunch, make calls      |





# Monthly Calendar

|                         |                                       |    |    |                                   |                                  |    |
|-------------------------|---------------------------------------|----|----|-----------------------------------|----------------------------------|----|
|                         | 1 <b>Pay<br/>rent &amp;<br/>phone</b> | 2  | 3  | 4 <b>Son's<br/>Birth-<br/>day</b> | 5 <b>Day<br/>care<br/>closed</b> | 6  |
| 7                       | 8                                     | 9  | 10 | 11                                | 12                               | 13 |
| 14 Help<br>at<br>church | 15 Dr.<br>appt<br>9am                 | 16 | 17 | 18                                | 19 Pay<br>gas &<br>elec.         | 20 |
| 21                      | 22                                    | 23 | 24 | 25                                | 26                               | 27 |





# Lessons Learned

- ❑ How to establish a schedule to promote a more efficient use of time.
- ❑ The importance of using monthly schedules and weekly and daily “to do” lists.
- ❑ What to do when schedules “break down.”





# Responsibility: Money Management





# Course Objectives

- ☐ To learn how to set and follow a household budget.
- ☐ To develop a better understanding of financial resources, including potential pitfalls in financial management.
- ☐ To learn how to purchase large items responsibly.
- ☐ To understand the importance of building a strong credit history.







# Budgeting Steps

1. Identify Income
2. Identify Expenses
3. Compare Income & Expenses
4. Establish Priorities & Make Changes





# 1. Sources of Income

- ☐ After-tax Wages
- ☐ Tips & Bonuses
- ☐ Child Support
- ☐ Unemployment Compensation
- ☐ Social Security or SSI
- ☐ Public Assistance
- ☐ Food Stamps
- ☐ Tax Refunds (E I C)





## 2. Expense Categories

- ☐ Housing
- ☐ Utilities
- ☐ Food
- ☐ Transportation
- ☐ Personal, clothing
- ☐ Medical
- ☐ Child Care
- ☐ Miscellaneous, entertainment





### 3. Compare I ncome & Expenses

Total Monthly I ncome  
- Total Monthly Expenses  
Amount Remaining





## 4. Establish Priorities and Make Changes

- ☐ Increase Income
- ☐ Cut Expenses





# Increase Income

- ☐ Look for a Better Paying Job
- ☐ Take a Second Job
- ☐ Turn a Hobby into Extra Income
- ☐ Other Ideas...





# Cut Expenses

- ☐ Plan a Social Budget
- ☐ Clip Coupons
- ☐ Watch for Sales
- ☐ Avoid "Impulse Purchases"
- ☐ Pack Lunches & Snacks
- ☐ Buy in Bulk





# Money Management - Part I I

- ☐ Renting to Own
- ☐ Credit Cards
- ☐ Your Credit History
- ☐ Opening a Bank Account







# Renting To Own

|  |                |
|--|----------------|
| <input type="checkbox"/> Weekly Rental Cost..... | \$1,244        |
| <input type="checkbox"/> 5% Sales Tax.....       | \$62           |
| <input type="checkbox"/> Delivery Fee.....       | <u>\$10</u>    |
| <input type="checkbox"/> <b>Total Cost .....</b> | <b>\$1,316</b> |





# Credit Cards

## Important Terms:

- ☐ Interest
- ☐ Annual Percentage Rate (APR)
- ☐ Balance



# Credit Cards

- ❑ What is credit history?
- ❑ How is it used?



# To Build a Strong Credit History

DO:

- ☐ Open a Bank Account
- ☐ Pay All Bills on Time
- ☐ Review Your Credit Report
- ☐ Use Credit Cards (wisely!)
- ☐ Seek Assistance if Problems Arise





# To Build a Strong Credit History

DO NOT:

- ☐ Overdraw Bank Accounts
- ☐ Miss Payments on Bills or Loans
- ☐ Let Others Use Your Accounts or Credit Cards





# Lessons Learned

- ❑ How to establish and follow a household budget.
- ❑ Potential pitfalls in financial management.
- ❑ How to purchase large items responsibly.
- ❑ Tips for building a strong credit history.

